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ABSTRACT

The paper presents guidelines to assist Virginia's local education agency (LEA) personnel, particularly teachers, administrators, counselors, and test providers, in the implementation of the minimum competency program for handicapped students. An introduction traces the history of graduation requirements, outlines revised graduation eligibility, and mentions the rationale for inclusion of the handicapped in the minimum competency program. Section I focuses on foundations of the minimum competency program for the handicapped with sections on pedagogical implications, the basic learning skills program, and the individualized education program. Section II reviews pretest activities, including scheduling the handicapped student for testing, preparing the student, and selection special accommodations. Covered in Section III are such posttest activities as remediation, counseling, and retesting. A large part of the document consists of a diagram which illustrates a convergent relationship between the intent of the Basic Learning Skills Objectives and the Minimum Reading Competencies. (SB)

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MINIMUM COMPETENCIES

AND

THE HANDICAPPED

Virginia Department of Education
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Relationship of Basic Learning Skills Objectives to Minimum Competencies (Reading and Mathematics)

INTRODUCTION

Purpose of Guidelines

The purpose of these guidelines is to assist Virginia's Local Education Agency (LEA) personnel, particularly teachers, administrators, counselors, and test providers, in the implementation of the minimum competency program for handicapped students. This manual suggests procedures and special accommodations to be used in the preparation, testing, remediation, and retesting of handicapped students.

Historical Perspective

The Virginia General Assembly, during the 1978 legislative session, mandated a competency requirement for students graduating from high school after January 1, 1981. As set forth in the Standards of Quality and Objectives for Public Schools in Virginia, 1978-80, Section 9C, the mandate is as follows:

> It is the policy of the Commonwealth that the awarding of a high school diploma shall be based upon achievement. In order to receive a high school diploma from an accredited secondary school after January 1, 1981, students shall earn the number of units of credit prescribed by the Board of Education and attain minimum competencies prescribed by the Board of Education. Attainment of such competencies shall be demonstrated by means of a test prescribed by the Board of Education. (Page 6)

It must be noted, however, that the minimum competencies requirement for graduation originated with the inclusion of certain minimal requirements in the Graduation Eligibility section (p. 8) of the 1976 Standards for Accrediting Secondary Schools in Virginia. The requirements were to be determined on a local basis. Also, prior to and during the 18 months following the publication of these 1976 Standards of Accrediting Schools in Virginia, considerable interest was expressed by members of the House Education Committee in the concept of minimum competencies for graduation. This interest culminated in the inclusion of statewide minimum competencies in the 1978-80 Standards of Quality.

Several key words are to be noted in the legislative mandate: "The students shall attain minimum competencies and such competencies shall be demonstrated by means of a test prescribed by the Board of Education." (Emphasis ours.) The Board selected reading and computational skills as those which would be tested statewide for minimum competency.

Following this action of the Board, an advisory committee for selection of tests to assess skills in these two areas was appointed by the Superintendent of Public Instruction. One of the first actions of this committee was to identify a set of reading and computational competencies as criteria in the test selection. The committee, meeting over a period of several months, studied information from several sources: The Southwest Consortium (composed of the school divisions of the cities of Danville and Lynchburg and the counties of Campbell, Franklin, Washington and Wise), individual localities, and the Virginia Department of Education.

The reading competencies identified by the committee are comparable to, though not identical with, those identified by these sources. The computational competencies, with the exception of a few minor revisions, are the same as those of the Department of Education sample competencies. Using the minimum competencies so identified, in conjunction with committee-developed operational criteria, two tests were selected to be used with the classes of 1981 and 1982.

Another action of the Board was the approval in 1978 of a revision of the Graduation Eligibility section of the Standards for Accrediting Secondary Schools in Virginia. This revision is compatible with the 1978-80 Standards of Quality mandate, Section 9C, mentioned on P. 1, above.

Change in Graduation Requirements

The revised Graduation Eligibility section of the Standards for Accrediting Secondary Schools in Virginia (1978) retained the provision for local determination in two areas. It reads:

> In addition to the units of credit specified in these standards, an accredited school shall require as a condition of graduation that students demonstrate mastery of minimum competency in the areas of reading and mathematics on tests prescribed by the Board of Education. Local authorities shall also require evidence, through performance related assessment tasks as part of the instructional program and/or through a test if preferred by the locality, that graduates have attained minimum competencies in the following:
>
> 1. Essential citizenship skills, concepts, and knowledge of history and government necessary for responsible participation in American society within the world community.
>
> 2. The knowledge and skills to qualify for further education or employment. (Page 18)

These standards placed upon the local school division the responsibility for identifying and assessing competencies in the areas of citizenship and preparation for further education and/or employment. No deadline was set for the initial assessment of these latter competency areas; however, it is necessary to have evidence of successful completion of those two areas by the spring of 1981. It is doubtful that many students are able to acquire all of these competencies prior to the 11th grade; therefore, it may be appropriate to plan for assessment at the 11th or 12th grade level.

Reason for Inclusion of Handicapped in Minimum Competency Program

Federal regulations under the Rehabilitation Act of 1973, Section 504, require that handicapped individuals be given equal opportunity to participate in and benefit from the policies and procedures customarily granted to all individuals.

A handicapping condition, by virtue of its presence and effect upon a student, does not, of itself, preclude the possibility that a student can achieve the competencies required for graduation. Many students who are handicapped are capable of achieving those skills considered minimal in the competency program. To exclude all handicapped students from the minimum competency requirements would discriminate against those handicapped students who would be entitled to a diploma at graduation.

Therefore, handicapped students must be given the option of participating in the Minimum Competency Testing (MCT) program. In the event that a handicapped student does not take the competency tests, the school division must document that the ramifications of not taking the test (see pp. 9-10) have been explained to the parent(s), and student when appropriate, requesting that the student not participate in the testing program (see section II for further explanation and procedures).

Section I

FOUNDATIONS OF THE MINIMUM COMPETENCY PROGRAM AND THE HANDICAPPED

Pedagogical Implications

"The major use of tests should be to improve education--to diagnose learning difficulties and to plan learning activities in response to learning needs. Tests must not be used in any way to label and classify students, to track into homogeneous groups.... to perpetuate an elitism, or to maintain some groups or individuals 'in their place' near the bottom of the socioeconomic ladder." (NEA, 1978).

Because every handicapped student is to be given the option of participating in the minimum competency program, it is important that those responsible for special education programs examine their school division's curricula, methodology, and classroom practice. Their objectives must be appropriate to the potential of the individual handicapped students, yet give the students the best possible chance of passing the MCT. A handicapped student's growth and development, present capabilities, talents, and potential must all be considered, along with the mandated standards.

Instruction should be planned to ensure that information and skills related to minimum competencies are included as an integral part of the special education instructional program. If the objectives are not included in the current program to which handicapped students have access, a revision of the curriculum should be undertaken in order to improve the student's educational opportunities.

Teachers should be requested to identify content and teaching strategies which relate to the competency program. They should also develop classroom management and recordkeeping systems which will document progress toward the attainment of the required competencies.

Data obtained from the MCT by special education teachers should be used in their planning of individual or small-group work with their students. Similarly, regular education teachers should use the data available from the test results to identify the regular education students who need extra help in learning certain skills.

However, it is far better not to wait for students to fail the MCT before initiating remedial help for them. Liles (1979) suggests that schools test their younger students with a pair of assessment instruments, one in reading and one in computation, which will measure student accomplishment on the same objectives that are measured by the statewide testing. Students who need extra help but who have not been identified earlier would then have more time to gain the skills they need in order to pass the MCT.

Also useful in identifying early those students needing extra help is the Basic Learning Skills Program, a description of which follows:

Basic Learning Skills (BLS) Program

It is essential to recognize the importance of the relationship of the Basic Learning Skills (BLS) Program* to the Minimum Competency Tests. The BLS Program is designed for grades K-6, while the Minimum Competency Tests are given beginning in grade 10. A comparison of objectives from the MCT and those from the BLS, shown in Appendix A, indicates their close relationship. It is clear that the BLS Program should provide the point of entry for preparing students for the Minimum Competency Tests. The BLS Program should be viewed as a diagnostic procedure to be admininstered early and throughout the student's school career. It is important to note that THE PURPOSE OF THE BLS PROGRAM IS NOT TO DETERMINE PROMOTION.

Individualized Education Program (IEP)

Because the Individualized Education Program (IEP) mandated for all identified handicapped students is the management tool to ensure that they receive an appropriate education, it is imperative that the IEP specify when a student is eligible to take the Minimum Competency Tests. The IEP includes, but is not limited to the following:

1. A statement of the student's present level of educational performance;

2. Long-range goals and short-term objectives.

The IEP developed for a handicapped student should state the strengths and weaknesses that the student demonstrates. The areas of difficulties the student experiences should be reflected in the long range goals as well as the short-term objectives.

The goals and objectives in a student's IEP may be developed to emphasize the educational objectives of the Basic Learning Skills. This suggestion does not imply that IEPs should be developed using the prescribed BLS objectives, but that such objectives should be used as a framework for understanding the basic skills to be learned by all students.

The proper insertion points for teaching necessary skills need to be identified in the IEPs of the handicapped students.

*Enacted by the 1976 General Assembly and prescribed in the 1976-78 Standards of Quality for Public Schools in Virginia, Standard I, Section B.

Section II

PRE-TEST ACTIVITIES

Scheduling the Handicapped Student for Testing

Board of Education policy has stipulated that all students are to take the Minimum Competency Tests at the 10th grade level. For some handicapped students, a more feasible timing would be for them to be tested when they have approximately two years of high school education left to complete.

In making this decision, the student's teacher plays an important role. It is assumed that the teacher(s) of these handicapped students can estimate fairly each student's progress in achieving the various competencies and will impart this estimate to the IEP committee. If a student has not achieved a reasonable number of the competencies and, therefore, has little or no chance of passing the tests, he/she should not be scheduled to take the competency tests at that time.

If there is a possibility that the student may never be ready, the parents and the student should be counseled that it is the right of the student to take the tests but that it may be more appropriate for the student not to take them. Also, the parents and the student must understand that such an exemption would make the student ineligible for a regular diploma, though it does allow the student the right to receive a certificate in recognition of his/her achievement and to participate in graduation exercises.

As noted on page 4, it is the responsibility of the school division to document that the above information has been given to the parent(s) and the student. A written request to exempt the student from Minimum Competency Testing should be signed by the parent(s), and student when appropriate, and kept on file by the school division.

Preparing the Student

Handicapped students must be adequately prepared to take the Minimum Competency Tests. The period of preparation is long-term: from kindergarten to the actual testing of the student's competencies. In Section I, the Basic Learning Skills program was discussed as it relates to the established minimum competencies. Also explicated was the need for the BLS objectives, and ultimately the minimum competencies, to serve as guides in the development of the student's Individualized Educational Program (IEP) in the areas of math and reading. As the student moves into the year during which he/she will be taking the MCT, the following activities and considerations should be carried out:

1. Discuss with the student and the parent(s) the competency tests that will be taken and counsel them on the importance of these tests;

2. Give the student an idea of what kind of skills he/she is expected to have mastered;

3. Give the student abundant practice in demonstrating the skills by providing examples of the kind of questions that will be in the competency tests.

Suggestions and examples to use in preparing the student are available in Minimum Competencies - Mathematics and Competency in Reading: Special Assistance for Special Learners (See Bibliography). Teachers are urged to set up a simulated test situation to assist the student in gaining confidence in the test-taking process. This simulated activity allows students to ask questions and express concerns about test-taking skills, thereby reducing their test anxiety.

Role of the Administrator of Special Education

The Coordinator or Supervisor of Special Education is responsible for coordinating the activities in preparation for the actual Minimum Competency Testing of those handicapped students whose IEPs indicate they are to take the tests. The purposes are as follows:

1. To ensure that all parents/guardians and students have been fully informed of their rights and responsibilities;

2. To determine actual numbers of handicapped students who will or will not be taking the test; and

3. To assure the provision of the various accommodations required for different handicapped students.

In addition, the Coordinator or Supervisor of Special Education should make every effort to become familiar with the General Instructions for Division Directors of Testing for the Administration of the Graduation Competency Testing Program (Supt.' s Memo No. 22, March 6, 1979).

Function of the IEP in the Competency Program

Decisions as to the scheduling of a handicapped student to take the competency tests and the selection of accommodations should be made during the IEP review session which precedes the spring Minimum Competency Testing program conducted by the State. This should be done early enough to permit adequate preparation of the student.

It is strongly recommended that this particular review session include not only the parent(s), the representative of the local school division, the student, and the student's special education teacher, but also the guidance counselor. The guidance counselor will have a record of the units of credit the handicapped student has earned. Working closely with the teacher(s), guidance personnel can assist greatly in appropriately scheduling the student to take the competency test.

Role of the Person Administering the Test

The person administering the test must make a genuine effort to create an environment which will lessen test anxiety for the students. The examiner should be knowledgeable about the specific accommodation(s) for each handicapped student being tested and make sure these are in place prior to the testing. Also, this person should be thoroughly familiar with the procedures for administering the test and test instructions.

Selection of Special Accommodations

The inclusion of the scheduled Minimum Competency Tests in the student's program can be reflected as a long-range goal written as follows:

> The student will take the State Minimum Competency Tests as scheduled for (month) of (year). The following accommodations will be observed:

Accommodations shown in Table I should be considered to ensure optimum conditions for taking the tests. None or any number of the accommodations may be appropriate; this should be determined on an individual basis and listed in the IEP for the year the student is scheduled to take the competency tests.

The various accommodations are listed in the left column on the table and the handicapping conditions are shown across the top. Specific recommendations of accommodations for various handicapping conditions are indicated by "X". THE PURPOSE OF THE MODIFICATIONS IS TO ENSURE, INSOFAR AS POSSIBLE, THAT EACH HANDICAPPED CHILD RECEIVES MAXIMUM INDIVIDUAL CONSIDERATION OF HIS OR HER HANDICAP WITHOUT CHANGING THE NATURE OR INTEGRITY OF THE TEST.

The modifications for each handicapping condition have been judged as probably applicable to a majority of the students manifesting a particular condition. It is recommended that these modifications be deleted only if they are not applicable to a paricular child.

Similarly, it is recommended that the full list of accommodations be examined in relation to each individual child. While many of the modifications are not applicable to a condition in general, some individual children may require them. For example, a modification allowing the child to mark answers in the answer book is specifically recommended for EMR or OI students. However, some EMR or OI students may require a more extreme modification such as having the answers recorded by a proctor. When making decisions about which accommodations will be observed, all aspects of a child's handicap(s) should be taken into account.

Table I

GRADUATION COMPETENCY TEST ACCOMMODATIONS FOR HANDICAPPED STUDENTS

Accommodations	EMR	TMR	V.I.	H.I.	L.D.	S.I.	E.D.	O.I.	O.H.I	M.H.
A. Scheduling Modifications: Tests will be administered										
1. at time of day most beneficial to student.	X	X	X	X	X		X	X	X	X
2. in periods of__minutes followed by rest breaks of___minutes.			[X OR]		X		X	[X OR]	[X OR]	[X OR]
3. until, in administrator's judgement, student can no longer sustain the activity due to physical disability or limited attention span.	X	X	[X]		X		X	[X]	[X]	[X]
B. Setting Modifications: Tests will be administered										
1. in a small group			[X		X		X			
2. in a carrel.			OR		X		X			
3. in the special education classroom.	X	X	X]		X		[X	[X	[X	X
4. at child's home.							OR	OR	OR	
5. with child seated in front of classroom.				X			X]	X]	X]	
6. with teacher facing child.				X						X
7. by student's special education teacher.	X	X	X	X	X		X	X	X	X
8. using an interpreter during the time oral instruction is given to the student(s).				X						
C. Format and/or Equipment Modifications: Tests will be administered										
1. in large print.			X		X					
2. in Braille.			[X							
3. with child using magnifying equipment.			OR							
4. with child wearing noise buffers.			X]							
5. using templates and/or graph paper		X								

Table I (cont'd.)

GRADUATION COMPETENCY TEST ACCOMODATIONS FOR HANDICAPPED STUDENTS

Accommodations	EMR	TMR	V.I.	H.I.	L.D.	S.I.	E.D.	O.I.	O.H.I.	M.H.
D. Recording Modifications:										
1. Child will mark answers in test booklets	X		[X OR X]		[X OR X]			X		
2. Child's answers will be recorded by proctor or assistant.		X						[X OR X]		X
3. Child will mark answers by machine.										
E. Modality Modifications:										
1. Math test only will be read to child by proctor or via audio cassette.			X		X					
2. Reading test will be administered orally to students with severe psychomotor impairments, visual impairments, or learning disabilities which prevent them from reading the tests.*			X		X			X		

Note: Any of the modifications listed above, except the modality modification for the reading test (E-2) can be considered and added for an individual child. Accommodations should take into account such things as secondary handicapping conditions.

*Accommodation E-2 is allowed under certain conditions and with approval of The Department of Education. (Refer to page 16 for conditions and procedures).

Symbols:

- EMR - Educable Mentally Retarded
- TMR - Trainable Mentally Retarded
- V.I. - Visually Impaired
- H.I. - Hearing Impaired
- L.D. - Learning Disabled
- S.I. - Speech Impaired
- E.D. - Emotionally Disturbed
- O.I. - Orthopedically Impaired
- O.H.I. - Other Health Impaired
- M.H. - Multiple Handicapped

Administering the reading test orally

Under certain conditions the reading test may be administered orally, including the use of audio cassettes, to students who cannot read the tests because of problems in visual modality. The following conditions must be met:

(1) The decision to administer the tests orally should be preceded by counseling with the students and parents.

(2) The student must first have attempted to pass the regular printed test or the large print and braille editions.

(3) A copy of the student's IEP must be submitted to the Department of Education by the local school division. The IEP will be reviewed and the request for oral administration will be approved or denied.

(4) The student's permanent record and any other school documents which contain the competency test scores must clearly state that the reading test was a measure of the student's ability to process information read to him/her and not a measure of ability to decode printed symbols.

This policy was adopted by the Board of Education on May 22, 1980.

Section III

POST-TEST ACTIVITIES

Remediation

The Minimum Competency Tests must not merely identify those students whose skills indicate that they cannot qualify for a high school diploma; they must also provide guidance for persons responsible for trying to improve those skills.

The tests are constructed in such a way that a performance skill profile of each individual student is generated. Upon receiving these skill profiles, LEAs are to make them available to teachers as quickly as possible. These will provide a basis for planning remediation for students who have not passed the test. Instruction to improve the deficient areas should become a part of the short-term objectives on the student's IEP.

It is vital that this remediation be initiated as soon as possible after the minimum competency scores are made available to the school division, as one cannot assume that any student, including a handicapped one, will be able to master a skill quickly, just because the need has been identified.

Counseling

Principals, guidance counselors, regular education and special education teachers, and parents all need to be able to counsel effectively their students who do not pass the Minimum Competency Tests.

One of the most profound problems concerns those high school students who are working diligently to gain enough units of credit for graduation, but who, upon first taking the Minimum Competency Tests, realize that no amount of remediation within the time remaining for them in high school will bring their reading and/or math skills to a passing level. If they can see no possibility of attaining a high school diploma, they may see no reason for giving heroic efforts to earning additional units of credit.

All significant adults in the life of such a student must be able to give positive reasons why this student should stay in school; or they should inform the student of alternatives, such as the GED or adult education programs; or they should give realistic hope that the student will be able to pass the tests upon being retested.

Parents should be regularly and intimately involved in the counseling, planning, and decision-making of their student.

Parents' positive attitudes and understanding can be very important in reducing the student's trauma as he/she plans realistically for the future.

Retesting

When a handicapped student has failed one or more of the minimum competency tests, every effort must be made to determine if this was a result of the handicap rather than the student's lack of knowledge in the area(s) being tested (i.e., reading and/or math).

Frequently, the student will know better than anyone else the reason for the poor test performance. Adverse testing conditions may have been responsbil: (e.g., testing done in a large group; or administered by someone not familiar with the coloring effect of a student's particular handicapping condition; or inability of the student to move from the test booklet to the answer sheet with accuracy; or flexible time allotment for the test; or tests given consecutively, without allowance of adequate time intervals). If so, such adverse conditions need to be remedied and different accommodations need to be made available before the student is retested; however, changes must be within the parameters of the accommodations permitted for the handicapped. As stated earlier, permission to retest a student and conditions under which the test is to be given should be stipulated in the student's IEP.

Determination as to whether a student is to retake the tests is to be made at the IEP meeting following the testing which the student has failed. It is important that the following persons be involved in this decision:

principal or guidance counselor

special education teacher

regular education teacher(s)

parent(s)/guardian

student

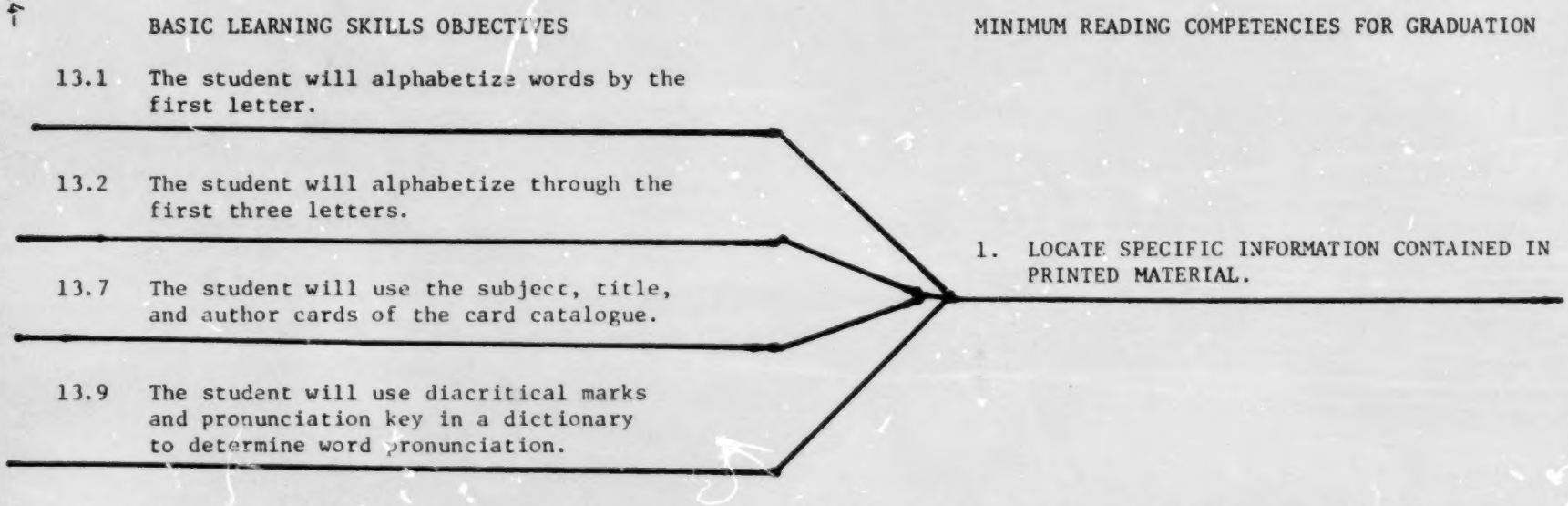
others as appropriate

Caution must be exercised in the handling of such a meeting, as adolescents who have encountered failure are apt to have built a defensive facade which some persons could interpret as insolence, lack of motivation or concern, or surliness. The principal or counselor must be skilled in conducting such a meeting so that the best interests of the student are protected.

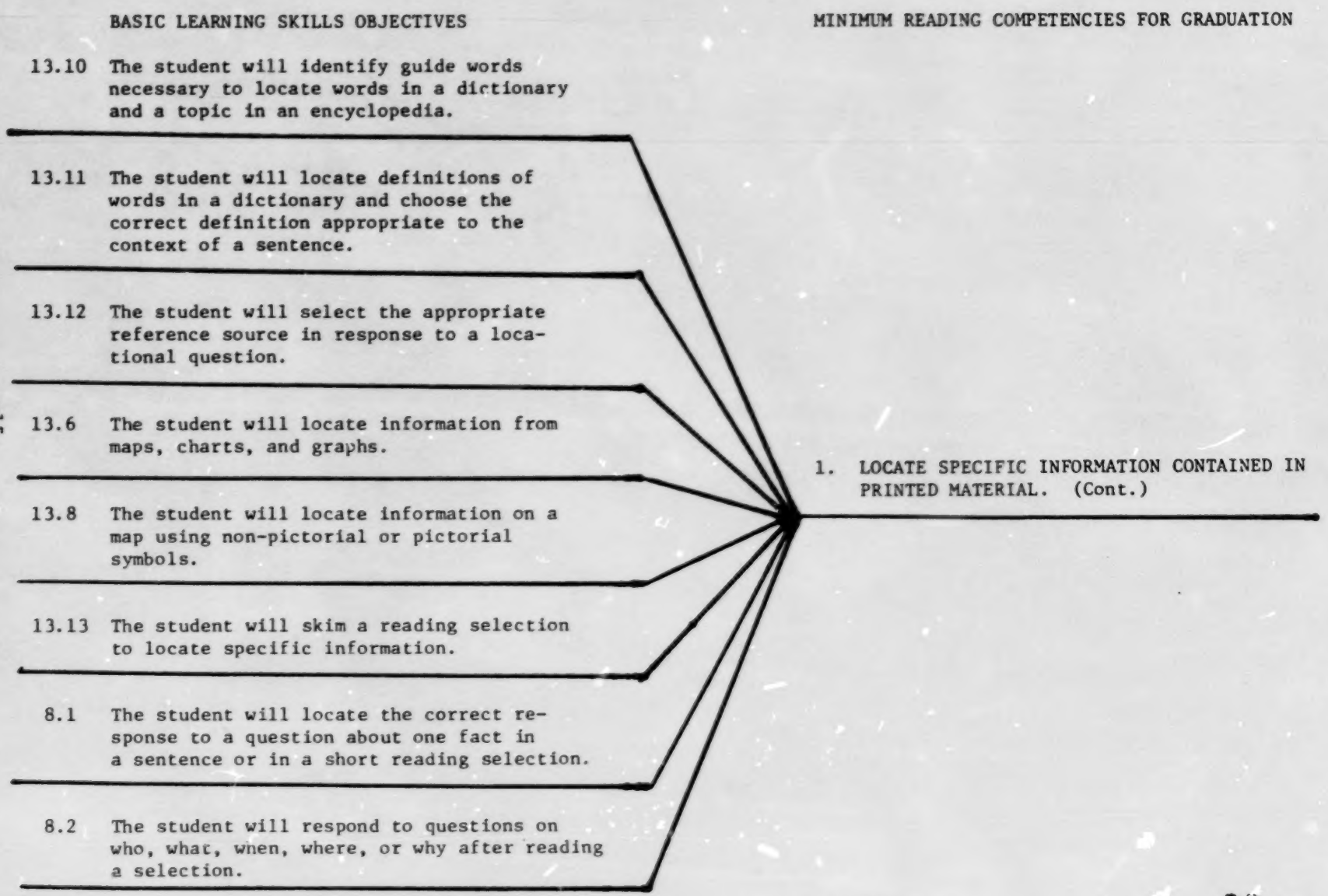
APPENDIX

RELATIONSHIP OF BASIC LEARNING SKILLS OBJECTIVES TO MINIMUM READING COMPETENCIES FOR GRADUATION

The following diagrams illustrate a convergent relationship between the intent of the Basic Learning Skills Objectives and the Minimum Reading Competencies. Since the competencies are not normally exclusive skills, it should be realized that these mappings are not without inherent overlap.


BASIC LEARNING SKILLS OBJECTIVES
MINIMUM READING COMPETENCIES FOR GRADUATION
13.1 The student will alphabetize words by the first letter.
13.2 The student will alphabetize through the first three letters.
13.7 The student will use the subject, title, and author cards of the card catalogue.
13.9 The student will use diacritical marks and pronunciation key in a dictionary to determine word pronunciation.
1. LOCATE SPECIFIC INFORMATION CONTAINED IN PRINTED MATERIAL.

(Developed by Communication Services of Division of Humanities and Secondary Administration, Virginia Department of Education)


BASIC LEARNING SKILLS OBJECTIVES
MINIMUM READING COMPETENCIES FOR GRADUATION
13.10 The student will identify guide words necessary to locate words in a dictionary and a topic in an encyclopedia.
13.11 The student will locate definitions of words in a dictionary and choose the correct definition appropriate to the context of a sentence.
13.12 The student will select the appropriate reference source in response to a locational question.
13.6 The student will locate information from maps, charts, and graphs.
13.8 The student will locate information on a map using non-pictorial or pictorial symbols.
13.13 The student will skim a reading selection to locate specific information.
8.1 The student will locate the correct response to a question about one fact in a sentence or in a short reading selection.
8.2 The student will respond to questions on who, what, when, where, or why after reading a selection.
1. LOCATE SPECIFIC INFORMATION CONTAINED IN PRINTED MATERIAL. (Cont.)

BASIC LEARNING SKILLS OBJECTIVES	MINIMUM READING COMPETENCIES FOR GRADUATION
12.1 The student will follow a one-step oral direction.	1. LOCATE SPECIFIC INFORMATION CONTAINED IN PRINTED MATERIAL. (Cont.)
12.2 The student will follow a one-step written direction.	
12.3 The student will follow a three-step written direction.	
10.3 The student will identify cause and effect relationships in a reading selection.	
13.3 The student will use a table of contents to locate information.	
13.5 The student will use an index to locate information.	
8.1 The student will locate the correct response to a question about one fact in a sentence or in a short reading selection.	2. READ AND DEMONSTRATE AN UNDERSTANDING OF WRITTEN MATERIALS.
8.2 The student will respond to questions on who, what, when, where, or why, after reading a selection.	

BASIC LEARNING SKILLS OBJECTIVES

MINIMUM READING COMPETENCIES FOR GRADUATION

13.13 The student will skim a reading selection to locate specific information.

4.4 The student will read a selection and identify the implied main idea.

7.2 The student will read a selection and predict the outcome.

4.3 The student will read a short selection and identify the main idea.

6.2 The student will classify pictures.

6.3 The student will classify words.

6.4 The student will classify sentences relating to a specific topic.

9.1 The student will distinguish between real and make-believe in a reading selection.

9.2 The student will distinguish between fact and opinion in a reading selection.

10.3 The student will identify cause and effect relationships in a reading selection.

12.2 The student will follow a one-step written direction.

2. READ AND DEMONSTRATE AN UNDERSTANDING OF WRITTEN MATERIALS. (Cont.)

BASIC LEARNING SKILLS OBJECTIVES

MINIMUM READING COMPETENCIES FOR GRADUATION

12.3 The student will follow a three-step written direction.

1.2 The student will match words with the pictures or objects they represent.

5.3 The student will arrange in sequence a series of events from a selection.

10.1 The student will identify cause and effect, using appropriate pictures.

13.8 The student will locate information on a map using non-pictorial or pictorial symbols.

5.2 The student will read a short selection and arrange (3 or 4) sentences in correct sequence.

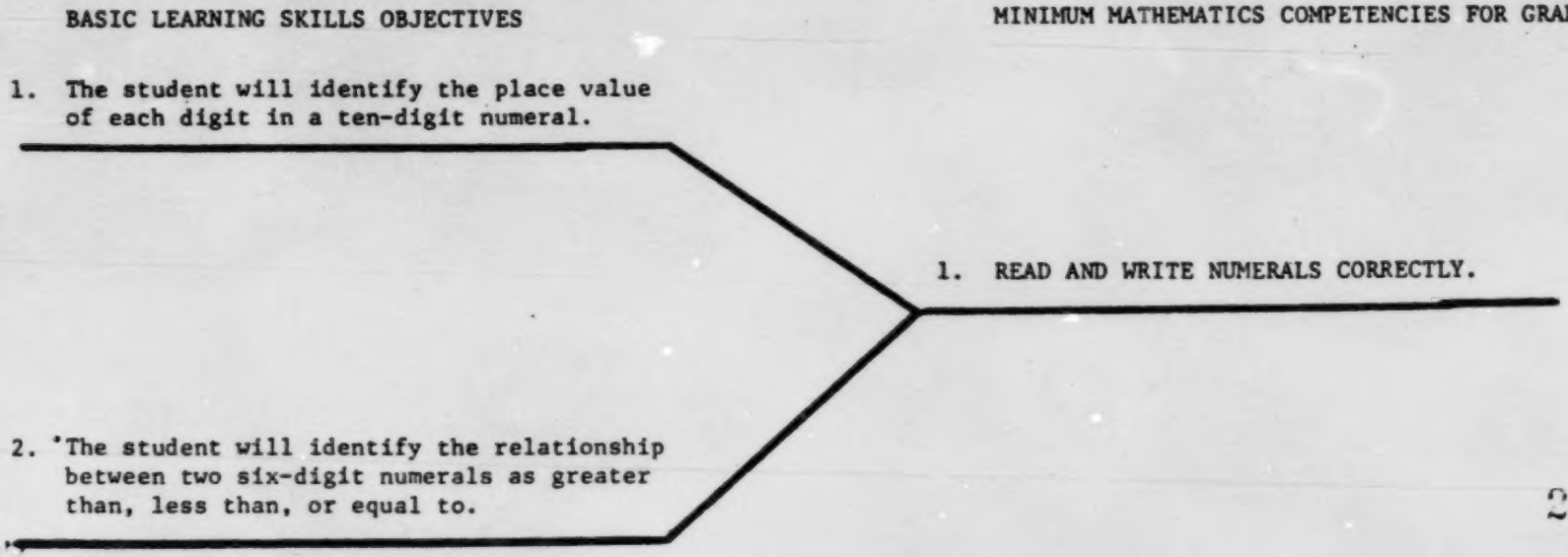
2. READ AND DEMONSTRATE AN UNDERSTANDING OF WRITTEN MATERIALS. (Cont.)

RELATIONSHIP OF BASIC LEARNING SKILLS OBJECTIVES

TO

MINIMUM MATHEMATICS COMPETENCIES FOR GRADUATION

The following diagrams illustrate a convergent relationship between the intent of the Basic Learning Skills Objectives and the Minimum Mathematics Competencies. Since the competencies are not mutually exclusive skills it should be realized that these mappings are not without inherent overlap.


BASIC LEARNING SKILLS OBJECTIVES
MINIMUM MATHEMATICS COMPETENCIES FOR GRADUATION
1. The student will identify the place value of each digit in a ten-digit numeral.
2. The student will identify the relationship between two six-digit numerals as greater than, less than, or equal to.
1. READ AND WRITE NUMERALS CORRECTLY.

BASIC LEARNING SKILLS OBJECTIVES

1. The student will identify the place value of each digit in a ten-digit numeral.

2. The student will identify the relationship between two six-digit numerals as greater than, less than, or equal to.

MINIMUM MATHEMATICS COMPETENCIES FOR GRADUATION

2. COMPARE NUMERICAL VALUES OF WHOLE NUMBERS.

BASIC LEARNING SKILLS OBJECTIVES

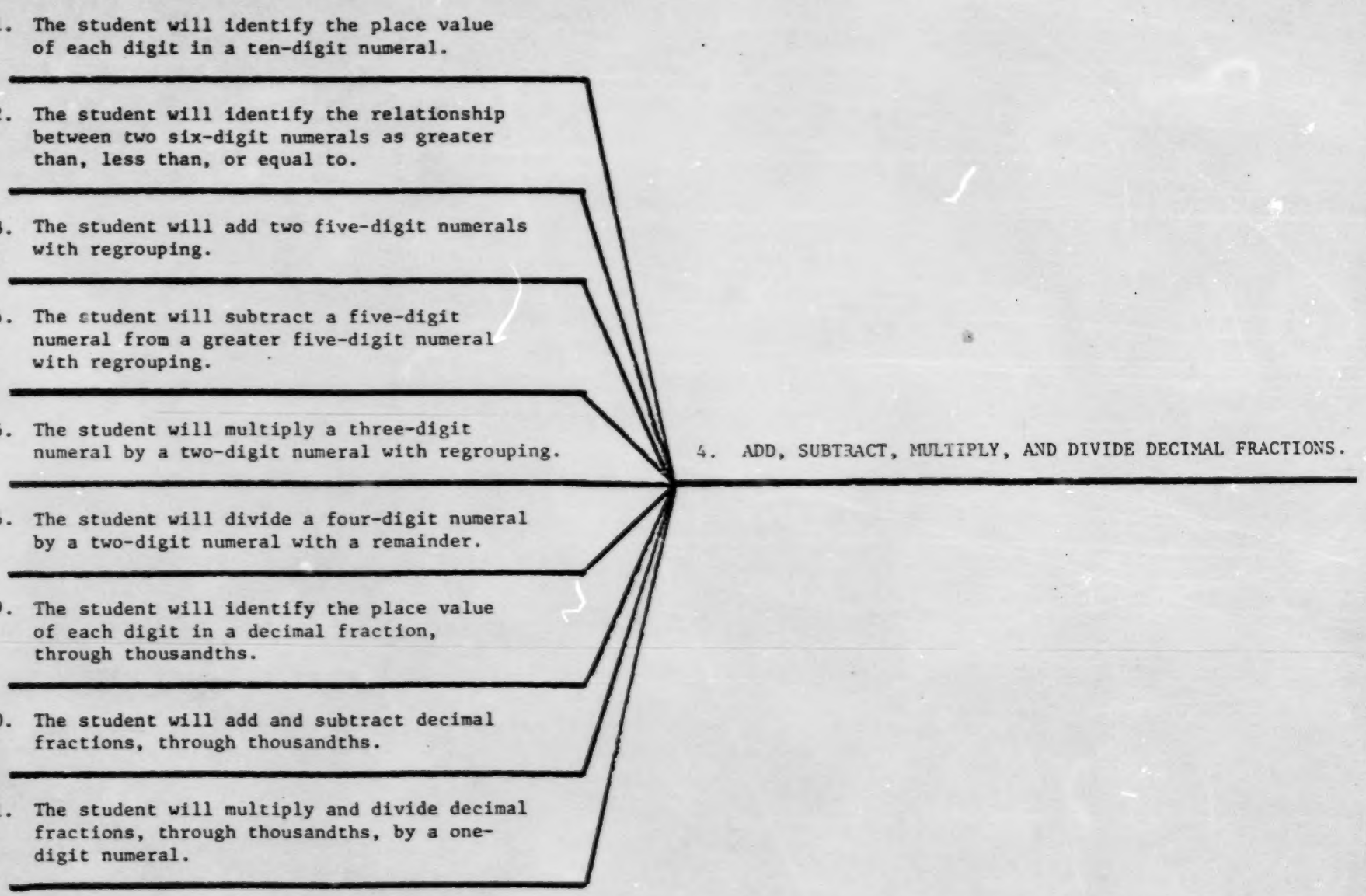
1. The student will identify the place value of each digit in a ten-digit numeral.
2. The student will identify the relationship between two six-digit numerals as greater than, less than, or equal to.
3. The student will add two five-digit numerals with regrouping.
4. The student will subtract a five-digit numeral from a greater five-digit numeral with regrouping.
5. The student will multiply a three-digit numeral by a two-digit numeral with regrouping.
6. The student will divide a four-digit numeral by a two-digit numeral with a remainder.

MINIMUM MATHEMATICS COMPETENCIES FOR GRADUATION

3. ADD, SUBTRACT, MULTIPLY, AND DIVIDE WHOLE NUMBERS.

BASIC LEARNING SKILLS OBJECTIVES

MINIMUM MATHEMATICS COMPETENCIES FOR GRADUATION


1. The student will identify the place value of each digit in a ten-digit numeral.
2. The student will identify the relationship between two six-digit numerals as greater than, less than, or equal to.
3. The student will add two five-digit numerals with regrouping.
4. The student will subtract a five-digit numeral from a greater five-digit numeral with regrouping.
5. The student will multiply a three-digit numeral by a two-digit numeral with regrouping.
6. The student will divide a four-digit numeral by a two-digit numeral with a remainder.
9. The student will identify the place value of each digit in a decimal fraction, through thousandths.
10. The student will add and subtract decimal fractions, through thousandths.
11. The student will multiply and divide decimal fractions, through thousandths, by a one-digit numeral.
4. ADD, SUBTRACT, MULTIPLY, AND DIVIDE DECIMAL FRACTIONS.

BASIC LEARNING SKILLS OBJECTIVES

1. The student will identify the place value of each digit in a ten-digit numeral.

2. The student will identify the relationship between two six-digit numerals as greater than, less than, or equal to.

5. The student will multiply a three-digit numeral by a two-digit numeral with regrouping.

6. The student will divide a four-digit numeral by a two-digit numeral with a remainder.

MINIMUM MATHEMATICS COMPETENCIES FOR GRADUATION

5. MULTIPLY SIMPLE FRACTIONS.

1. The student will identify the place value of each digit in a ten-digit numeral.

9. The student will identify the place value of each digit in a decimal fraction, through thousandths.

6. EXPRESS PERCENTS AS EQUIVALENT DECIMAL FRACTIONS.

BASIC LEARNING SKILLS OBJECTIVES

1. The student will identify the place value of each digit in a ten-digit numeral.

9. The student will identify the place value of each digit in a decimal fraction, through thousandths.

MINIMUM MATHEMATICS COMPETENCIES FOR GRADUATION

7. EXPRESS FRACTIONS AS EQUIVALENT DECIMAL NUMBERS.

1. The student will identify the place value of each digit in a ten-digit numeral.

5. The student will multiply a three-digit numeral by a two-digit numeral with re-grouping.

9. The student will identify the place value of each digit in a decimal fraction, through thousandths.

11. The student will multiply and divide decimal fractions, through thousandths, by a one-digit numeral.

8. FIND A GIVEN PERCENT OF A NUMBER.

BASIC LEARNING SKILLS OBJECTIVES

1. The student will identify the place value of each digit in a ten-digit numeral.

2. The student will identify the relationship between two six-digit numerals as greater than, less than, or equal to.

14. The student will interpret line graphs, tables, and charts.

MINIMUM MATHEMATICS COMPETENCIES FOR GRADUATION

9. READ AND DRAW CONCLUSIONS FROM INFORMATION CONTAINED IN SIMPLE BAR, BROKEN-LINE AND CIRCLE GRAPHS.

1. The student will identify the place value of each digit in a ten-digit numeral.

3. The student will add two five-digit numerals with regrouping.

12. The student will demonstrate competency in measurement, using metric and customary units of measurement.

10. DETERMINE DISTANCE BASED ON INFORMATION FROM A GIVEN MAP.

BASIC LEARNING SKILLS OBJECTIVES

1. The student will identify the place value of each digit in a ten-digit numeral.

2. The student will identify the relationship between two six-digit numerals as greater than, less than, or equal to.

14. The student will interpret line graphs, tables, and charts.

13. The student will demonstrate an understanding of geometric shapes and their properties.

MINIMUM MATHEMATICS COMPETENCIES FOR GRADUATION

11. READ TABLES TO DETERMINE TAXES, INTEREST, OR INSURANCE PREMIUMS.

12. IDENTIFY OBJECTS AND/OR LINES POSITIONED IN SUCH A MANNER THAT THE CONCEPT OF PARALLELISM IS REPRESENTED. AND, IDENTIFY CERTAIN PARTS - CENTER, RADIUS AND DIAMETER - OF A CIRCLE.

BASIC LEARNING SKILLS OBJECTIVES

1. The student will identify the place value of each digit in a ten-digit numeral.

3. The student will add two five-digit numerals with regrouping.

5. The student will multiply a three-digit numeral by a two-digit numeral with regrouping.

12. The student will demonstrate competency in measurement, using metric and customary units of measurement.

13. The student will demonstrate an understanding of geometric shapes and their properties.

MINIMUM MATHEMATICS COMPETENCIES FOR GRADUATION

13. DETERMINE THE PERIMETER AND AREA OF RECTANGULAR REGIONS.

BASIC LEARNING SKILLS OBJECTIVES

1. The student will identify the place value of each digit in a ten-digit numeral.

2. The student will identify the relationship between two six-digit numerals as greater than, less than, or equal to.

4. The student will subtract a five-digit numeral from a greater five-digit numeral with regrouping.

9. The student will identify the place value of each digit in a decimal fraction, through thousandths.

12. The student will demonstrate competency in measurement, using metric and customary units of measurement.

MINIMUM MATHEMATICS COMPETENCIES FOR GRADUATION

14. IDENTIFY UNITS OF MEASURE FOR LENGTH, MASS (WEIGHT), AND CAPACITY; READ A THERMOMETER; AND DETERMINE ELAPSED TIME. (MAXIMUM 12 HOUR TIME INTERVAL.)

BASIC LEARNING SKILLS OBJECTIVES

1. The student will identify the place value of each digit in a ten-digit numeral.
2. The student will identify the relationship between two six-digit numerals as greater than, less than, or equal to.
3. The student will add two five-digit numerals with regrouping.
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9. The student will identify the place value of each digit in a decimal fraction, through thousandths.
10. The student will add and subtract decimal fractions, through thousandths.
11. The student will multiply and divide decimal fractions, through thousandths, by a one-digit numeral.
12. The student will demonstrate competency in measurement, using metric and customary units of measurement.
13. The student will demonstrate an understanding of geometric shapes and their properties.
14. The student will interpret line graphs, tables, and charts.

MINIMUM MATHEMATICS COMPETENCIES FOR GRADUATION

15. SOLVE PRACTICAL PROBLEMS DEALING WITH BANKING, CONSUMER PURCHASES, AND PERSONAL EARNINGS.

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